

Syllabus – EDL 772

Fall, 2007
Saturday, 8:00-12:00 p.m.
The University Center

Course/Title: EDL 772

Qualitative Methodology

College: Education

Department: Educational Leadership and Counseling

Professor: Dr. Mary Nichter

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(Office Hours: Mon-Thurs, 9:00a.m.-4:00p.m.; or by appointment)

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Required Materials:

Bogdan, R.C., & Biklen, S.K. (2007). *Qualitative research for education: An introduction to theory and methods*. 5th ed. Needham Heights, MA: Allyn & Bacon.

Creswell, J.W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Edmonson, S., & Irby, B. (2007). *Ten tips for producing a top qualitative research study*. Needham Heights, MA: Allyn & Bacon. ISBN-10: 0205524338

This course will be partially web-based. Readings will be on-line, available on Blackboard. **You must have an SHSU computer account.**

Suggested Reference Books:

Gall, M.D., Gall, J.P., & Borg, W.R (2007). *Educational research: An introduction*. 8th ed. Boston: Allyn & Bacon.

American Psychological Association (2001). *Publication manual of the American Psychological Association*. 5th ed. Washington D.C.: APA.

Additional qualitative methods books will be available to check out from the library and from the professor. Assigned readings will be provided for you to take home or read in-class. The text materials for this course provide guidelines for the methodologies most often selected by our doctoral students for their dissertation research. They are intended as handbooks or references. Students are expected to use the provided text materials, as

well as other text sources, as needed to complete assignments successfully and to answer their individual questions.

Required Equipment:

It is suggested that students purchase a tape recorder and either a transcription machine or a foot pedal attachment for transcribing interviews.

Course Description:

This course requires students to have a strong knowledge of the literature and engage in independent learning. This course is designed for the study of underlying philosophy of qualitative research methods and the type of research questions qualitative methods most appropriately address. Following an overview of several major methodologies, the assignments provide guided practice in data collection, analysis, and presentation of research, moving gradually from less complex toward more complex qualitative methodologies. This course requires students to have a strong knowledge of the literature and engage in independent learning. Class will be student driven; the professor will serve as a facilitator and guide in this course. Students will develop a brief research proposal and select appropriate qualitative method(s) to conduct the study. The study will be conducted and reported in the form of a research paper that is in publishable form.

Prerequisite: EDL 762

Course Objectives:

To explore, by conducting exemplary field examples, qualitative methods' strengths and weaknesses; to compare and contrast various inquiry paradigms; to stimulate students' personal explorations into ways of knowing so that future research endeavors (dissertation research) will reflect conscious and well-informed choice as to philosophical assumptions undergirding the inquiry, the goodness of fit between the problem and the methods chosen to study it, the selection of the appropriate research instruments, and the role of the writer in the presentation of the findings.

Specifically, the course will focus on the following IDEA learning objectives:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- Developing skills in expressing myself orally or in writing
- Learning how to find and use resources for answering questions or solving problems
- Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

Expectations:

- * Students will arrive on time to each class unless professional or personal emergencies arise.
- * Students will not get behind in class assignments. No incompletes will be given for this course.
- * Students will assume responsibility for their own success in this class, not only in class discussions and presentations for each class, but also as they participate in team arrangements to learn what they missed when late or unavoidably absent. No make-up assignments will be given; points will be deducted from participation grade based on number of hours (%) of time missed or tardy.
- * All exercises will be completed in a timely manner, which is necessary for meaningful participation and contribution in class. Late assignments will result in a lower participation grade and grade for that assignment since the course syllabus is designed to provide time to share and analyze research assignments.
- * Students will visit the library at SHSU, UH, or TAMU to supplement their readings on the various methodologies and will share these accounts of qualitative research (published in refereed journals) during class discussions. (TexShare Cards available)
- * This class will require students to meet outside class, develop mini-presentations over assigned topics, to engage in lessons on-line, to conduct field research on one topic (selected by student with approval of professor) and to read outside the textbooks in qualitative methodology.
- * All student work will be submitted to www.turnitin.com, a subscribed service that checks for plagiarism. Plagiarized work will automatically receive a failing grade. All student work, including drafts, must be submitted on disk (in a Word document).

Student absences on religious holy days policy:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This

request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Disability Statement:

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

Learning Activities:

Content/Topic	Learner Outcomes	Research/Field Components and Assignments	Assigned Readings
August 25, 2007 Overview of course; syllabus Nature of Qualitative Research	Brief Overview of Qualitative Research History of Qualitative Research Characteristics of Qualitative Research	Begin topic selection Choose research design for presentations Discuss SERA proposal Brainstorm Topics, statement of problem, statement of purpose	B&B Ch 1 Cres Ch 1,2 WB Tip 1,2
September 1, 2007 Blackboard	Review Human Subjects Protection application		Online Ch 1, 2
September 8 2007 Qualitative Research Design	Case Study (1) Biography (1) Phenomenology (2)	Topic, statement of problem, statement of purpose <u>due</u> Presentations 1, 2, & 3 due SERA proposal <u>due</u>	B&B Ch 2 Cres Ch 3,4, 5 WB Tip 3,4
September 15, 2007 Blackboard			Online Ch 3 B & B Ch 4
September 22, 2007 Qualitative Research Design	Grounded Theory (2) Ethnography (2)	Presentations 4, 5, & 6 due Human Subjects Protection forms <u>due</u> (including certificate)	Cres Ch 6 WB Tip 5

	Historical Discourse (1)		
Blackboard Assignment <i>due</i> September 30, 2007		Review of Literature Research questions	
October 6, 2007 Data Collection	Types of Data Collection Procedures Access Participants Site Sampling Protocols Mock Interviews	Begin methodology Bring copy of interview questions to class	B&B Ch 3 Cres Ch 7 WB Tip 6 Online Ch 4
Blackboard Assignment <i>due</i> October 14, 2007 Data Collection, cont.		Methodology due (including participants, sample, context of study, instrument, collection procedures)	B&B 5,6 Cres Ch 8,9 Blackboard readings on trustworthiness, reliability, and validity
October 20, 2007 Data Analysis	Validity Reliability Analysis procedures Triangulation Interpretation of qualitative data Writing your results	Critiques of qualitative research <i>due</i> (two journal articles, one dissertation) Plans for data analysis <i>due</i>	Cres Ch 10,11 WB Tip 7,8,9,10
Blackboard Assignment <i>due</i> October 28, 2007		Plans for data analysis	
October 30 and November 3	Individual conference with professor Publishing in a journal	Bring with you a letter of intent to editor, copy of the editorial guidelines of journal, and a copy of an article from the journal	

November 17, 2007	Editing and APA formatting	Peer edits in class - bring full rough draft of final paper	
December 1, 2007	<u>Final research product due by 8:00 a.m. in hard copy</u> Presentations of qualitative studies	Final research products <u>due</u> (hard copy and electronic copy), including all raw data Each student will make a 15 minute presentation of his/her study; presentations should include all major components of the study	

Course Grades/Requirements:

<i>Participation</i>	20 (in class/online case studies, peer critiques, discussion, attendance, attitude) (each absence beyond 1 will result in a 10 point deduction from the participation grade)
<i>Presentation</i>	30 (oral presentation, handout, written product)
<i>SERA Proposal</i>	10 (proposal must be submitted by 9/14/07)
<i>Critiques (3@ 20 pts each)</i>	60 (two qualitative articles, one qualitative dissertation)
<i>Raw Data</i>	30 (notes, drafts, interview transcripts, coding, Human Subjects protection)
<i>Research Paper</i>	150 (final draft –error free; APA style; includes disk copy and letter of intent to submit to journal)
Total points	300

A= 300-279

B= 278-255

C= 254-240

F= below 240

All assignments must be completed to earn credit for this course. No assignment may be omitted.

Rubrics for grading and specific assignments are either provided herein or will be given under separate cover.

Research Design Presentations

Each group or individual is assigned a topic for presentation. Presentations should last approximately 40 minutes.

Rubric for grading and requirements:

10 points - A written synopsis including bibliography (3-4 pages max, typed, d-s, normal margins, 12 point times font, APA Style; post to blackboard)

5 points - At least four references should be used and listed in the bibliography

5 points – Handout for class

10 points - Presentation uses visuals and interaction

SERA Proposal

All students will submit a proposal for the SERA (Southwest Educational Research Association) 2008 Annual Meeting, to be held February 6-9, 2008, in New Orleans, Louisiana. These proposals must be submitted electronically through the SERA website by September 14, 2008. Proof of submission is required. The Call for Proposals is available at <http://www.sera-edresearch.org/conference/Call2008.pdf>.

Critiques

Use the Critique Form provided on Blackboard, the report should be no more than five typed, double-spaced pages, 12 point Times font, one inch margins. The article critiqued should be attached for verification. Students will critique two qualitative journal articles and one qualitative dissertation. A copy of the journal article should be attached.

15 points - Critique pays close attention to research design/includes all components of critique

5 points - Critique has correct grammar and spelling, and follows the guidelines of the developed Critique Sheet

Human Subjects Form

SHSU Protection of Human Subjects forms must be completed with no mistakes, including analysis for any exemptions, consent forms, etc. These forms must meet all requirements outlined in the SHSU booklet for Human Subjects Research. Approval for the study must be received before any credit will be given for the research project. No points will be awarded for Raw Data (30 points) if the Human Subjects Protection forms are not turned in and permission granted for the study.

Research Report

30 points - Review of literature adequately reflects topic and includes the need or significance

30 points - Methodology -- reflects accurate selection of participants or site, procedural method, and data analysis method (with references)

30 points - Findings -- reports findings accurately, themes, etc. Quotes are accurately and effectively used.

30 points - Discussion -- Relevance of findings and applicability (findings and discussion may be combined)

25 points - Form and style are correct (APA)

5 points- journal submission

The research report must be turned in via hard copy and electronic copy, in a Word document.

Raw Data

All drafts, interview transcripts, notes, coding, and other raw data are due with the final research report. Evidence of coding must be present within the raw data. Human Subjects approval must also be included here.

EDL 772
Qualitative Research
Critique Rubric

Date: _____

Name: _____

Title: _____

Required components: 15 points _____

- Bibliographic Information
- Problem
- Purpose
- Theoretical Framework
- Prior research or Literature review
- Method research question(s)
- Method--Data Collection and Analysis
- Definition(s)
- Credibility and reliability issues in design
- Method instrumentation
- Ethics
- Limitations and delimitations
- Results and Discussion
- Implications and recommendations

Technical accuracy : 5 points _____

Total _____

EDL 772
Qualitative Research
Critique Rubric

Date: _____

Name: _____

Title: _____

Required components: 15 points _____

- Bibliographic Information
- Problem
- Purpose
- Theoretical Framework
- Prior research or Literature review
- Method research question(s)
- Method--Data Collection and Analysis
- Definition(s)
- Credibility and reliability issues in design
- Method instrumentation
- Ethics
- Limitations and delimitations
- Results and Discussion
- Implications and recommendations

Technical accuracy : 5 points _____

Total _____

EDL 772
Qualitative Research
Critique Rubric

Date: _____

Name: _____

Title: _____

Required components: 15 points _____

- Bibliographic Information
- Problem
- Purpose
- Theoretical Framework
- Prior research or Literature review
- Method research question(s)
- Method--Data Collection and Analysis
- Definition(s)
- Credibility and reliability issues in design
- Method instrumentation
- Ethics
- Limitations and delimitations
- Results and Discussion
- Implications and recommendations

Technical accuracy : 5 points _____

Total _____

EDL 772
Qualitative Research
Group Presentation Rubric

Date: _____

Names: _____

Topic: _____

Written synopsis: 10 points _____
(including bibliography, 3-4 pages max, typed, d-s,
normal margins, 12 point times font, APA style)

References: 5 points _____
(At least four references should be used and listed
in the bibliography)

Presentation: 10 points _____
(Presentation uses visuals and interaction)

Handout: 5 points _____

Total _____

EDL 772
Qualitative Research
Research Report Rubric

Date: _____

Name: _____

Title: _____

Literature Review: 30 points _____
(Review of literature adequately reflects topic and includes the need or significance)

Methodology: 30 points _____
(Reflects accurate selection of participants or site, procedural method, and data analysis method, with references)

Findings: 30 points _____
(Reports findings accurately, themes, etc. Quotes are accurately and effectively used.)

Discussion: 30 points _____
(Relevance of findings and applicability, findings and discussion may be combined.)

Form and Style: (APA) 25 points _____

Journal Submission: 5 points _____

Total _____

Qualitative Research Critique Format

Summarize the study with the following side headings.

1. Bibliographic Information (APA Style)
2. Problem: What is the problem or need? Is it stated clearly? Logical? Convincing?
3. Purpose: What is the use or purpose? Does it focus the research? Does the purpose follow the problem statement logically? Are you convinced from the researcher this study is worthwhile?
4. Theoretical Framework: Is there evidence of grounded theory for the research? Is it well-established?
5. Prior research or Literature review: What previous work has been done leading up to this study? Is there any major body of research missing?
6. Method research question(s): What is/are the research question(s)? Are the research questions specific and clear? Are the research question(s) related to the purpose?
7. Method--Data Collection and Analysis: Are participants, sampling techniques, and context for the study explicit and appropriate? Is the research design clear? Are the collection and analysis based on solid referenced methods? Are the methods the best choice in the study? What improvements would you suggest?
8. Definition(s): Which terms are defined? Are the definitions operational? Are the definitions included within the introduction or within the methods section of the report?
9. Credibility and reliability issues in design: What does the author say regarding issues of credibility and/or generalizing ability internal and/or external validity? Respond to each of the internal/external validity issues. Check each one to see if the item is included or if the item has been overlooked.
10. Method instrumentation: Describe the instrument(s) for interviews, focus groups, etc. Were they pre-existing , or specially created? How were they related? How was reliability established?
11. Ethics: Does the author discuss ethical issues? Do you see any ethical issues in the study? Are the ethical issues properly taken care of?
12. Limitations and delimitations: What limitations/delimitations are identified? How do these limit generalizability? To what extent do the limitations/delimitations (stated or unstated) affect the value of the research?

13. Results and Discussion: Are the research questions answered? Is existing literature brought into the discussion? Are supportive/representative statements used from the data when appropriate?

14. Implications and recommendations: What are the implications/recommendations for theory, further research, and/or practice?